

**Wayne Community College
Program Review – 2024-2025**

Name of Program: Artificial Intelligence Engineer

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

The mission of the Information Systems Technology Department is to provide graduates with the skills needed for employment in diverse computer technology environments.

Provide narrative for the analysis of the mission/purpose statement. *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.)*

The mission of the AI Engineer program accurately reflects the goals of the department.

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.

- 1) **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students to enter into, and successfully proceed through training programs or post-secondary education.
- 2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
- 3) **Improve Student Success:** Prepare students to thrive in today's global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.
- 4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college's vision, mission and goals will be achieved.

Goal 1) Because the Artificial Intelligence program is entirely online, this increases access significantly. The AI program has students from all over the United States due to it being online.

Goal 2) The AI program has undergone curriculum changes over the years to improve course content. These changes were made in response to industry needs.

Goal 3) Changes in the AI program were made to reduce needless complexity in some classes that created a bottleneck for students. This will allow more students to successfully pass through the classes and earn the degree.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Degree	Artificial Intelligence Engineer (2022-2023)
Certificate	Artificial Intelligence Consultant 1 (2022-2023)
Certificate	Artificial Intelligence Consultant 2 (2022-2023)
Certificate	Artificial Intelligence Fundamentals (2022-2023)
Certificate	Chatbot Development (2022-2023)
Certificate	Math Foundation for AI (2022-2023)
Certificate	Python Programming for AI (2022-2023)
Degree	Artificial Intelligence Engineer (2023-2024)
Certificate	Artificial Intelligence Consultant 1 (2023-2024)
Certificate	Artificial Intelligence Consultant 2 (2023-2024)
Certificate	Artificial Intelligence Fundamentals (2023-2024)
Certificate	Chatbot Development (2023-2024)
Certificate	Math Foundation for AI (2023-2024)
Certificate	Python Programming for AI (2023-2024)
Degree	Artificial Intelligence Engineer (2024-2025)
Certificate	Artificial Intelligence Consultant 1 (2024-2025)
Certificate	Artificial Intelligence Consultant 2 (2024-2025)
Certificate	Artificial Intelligence Fundamentals (2024-2025)
Certificate	Chatbot Development (2024-2025)
Certificate	Math Foundation for AI (2024-2025)
Certificate	Python Programming for AI (2024-2025)

Activities to ensure program is current (2022-23; 2023-24; 2024-25 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
Delete certificates C25710CO, C25710CT, C25710CB, C25710MF	11/25/2024
Changed course description for CSC-113	11/25/2024
Changed the class and lab hours for CTS-285	11/25/2024

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. (What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)

The certificates deleted were nearly identical to one another, only differing by 1 class. Both the Consultant certificates were redundant and too similar to the "Fundamentals" cert, and Consultant 2 and Chatbot took four semesters to earn. "Math Foundations for AI" was unpopular, as it was difficult to get students through the math classes. Removing these certificates streamlined the program.

The state changed the course description for CSC-113 and contact hours for CTS-285, so they were updated here to reflect that.

Advisory Committee: dates, summary of minutes, activities (2022-23; 2023-24; 2024-25 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023	18 April 2023	Put an emphasis on soft skills.
2023-2024	25 March 2024	Narrow down IST certificates to workforce credentials and CCP certificates.
2024-2025	4 April 2025	Give students hands on experience with Azure.

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

Contacts in the industry have expressed the need for Machine Learning Operations (MLOPS) and exposure to AI platforms such as AWS and Azure. These topics are incorporated into the AI curriculum. A future Emerging Technology class will aid these goals further. The class is planned to teach students current and emerging industry trends, such as containerization, Agile development practices, Git and Github. Continued subscriptions for Microsoft Azure and vouchers for Azure Certification are needed.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: n/a # (Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24)

Baseline will be set when three years of data is available to average.

AI Engineer program started in the fall 2022 semester, but had no students enrolled in that program. They were all enrolled in AI & Cloud Technology. Once the AI & Cloud Technology program ended, they moved the students to the AI Engineer program.

Standard: 25 #

Target: 28 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	-
2022-2023	26
2023-2024	33

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Female	-	-	4	15.4%	7	21.2%
American Indian/Alaskan Native, Female	-	-	0	0.0%	0	0.0%
Asian, Female	-	-	1	3.8%	0	0.0%
Caucasian, Female	-	-	2	7.7%	2	6.1%
Hawaiian/Other Pacific Islander, Female	-	-	0	0.0%	0	0.0%
Hispanic/Latino, Female	-	-	1	3.8%	0	0.0%
Two or More Races, Female	-	-	0	0.0%	0	0.0%
Unknown, Female	-	-	0	0.0%	0	0.0%
Female Total	0	0.0%	8	30.8%	9	27.3%
African American, Male	-	-	2	7.7%	6	18.2%
American Indian/Alaskan Native, Male	-	-	0	0.0%	0	0.0%
Asian, Male	-	-	0	0.0%	0	0.0%
Caucasian, Male	-	-	11	42.3%	15	45.5%
Hawaiian/Other Pacific Islander, Male	-	-	0	0.0%	0	0.0%
Hispanic/Latino, Male	-	-	5	19.2%	3	9.1%
Two or More Races, Male	-	-	0	0.0%	0	0.0%
Unknown, Male	-	-	0	0.0%	0	0.0%
Male Total	0	0.0%	18	69.2%	24	72.7%
Total	0	0.0%	26	100.0%	33	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%
African American, Under the age of 18	-	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	-	-	0	0.0%	0	0.0%
Asian, Under the age of 18	-	-	0	0.0%	0	0.0%
Caucasian, Under the age of 18	-	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	-	-	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	-	-	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	-	-	0	0.0%	0	0.0%
Unknown, Under the age of 18	-	-	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	-	-	0	0.0%	2	6.1%
American Indian/Alaskan Native, 18-24	-	-	0	0.0%	0	0.0%
Asian, 18-24	-	-	0	0.0%	0	0.0%
Caucasian, 18-24	-	-	3	11.5%	4	12.1%
Hawaiian/Other Pacific Islander, 18-24	-	-	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	-	-	2	7.7%	2	6.1%
Two or More Races, 18-24	-	-	0	0.0%	0	0.0%
Unknown, 18-24	-	-	0	0.0%	0	0.0%
18-24 Total	0	0.0%	5	19.2%	8	24.2%
African American, 25-44	-	-	2	7.7%	6	18.2%
American Indian/Alaskan Native, 25-44	-	-	0	0.0%	0	0.0%
Asian, 25-44	-	-	1	3.8%	0	0.0%
Caucasian, 25-44	-	-	4	15.4%	6	18.2%
Hawaiian/Other Pacific Islander, 25-44	-	-	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	-	-	4	15.4%	1	3.0%
Two or More Races, 25-44	-	-	0	0.0%	0	0.0%
Unknown, 25-44	-	-	0	0.0%	0	0.0%
25-44 Total	0	0.0%	11	42.3%	13	39.4%
African American, 45-64	-	-	4	15.4%	5	15.2%
American Indian/Alaskan Native, 45-64	-	-	0	0.0%	0	0.0%
Asian, 45-64	-	-	0	0.0%	0	0.0%
Caucasian, 45-64	-	-	6	23.1%	7	21.2%
Hawaiian/Other Pacific Islander, 45-64	-	-	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	-	-	0	0.0%	0	0.0%
Two or More Races, 45-64	-	-	0	0.0%	0	0.0%
Unknown, 45-64	-	-	0	0.0%	0	0.0%
45-64 Total	0	0.0%	10	38.5%	12	36.4%
African American, 65+	-	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	-	-	0	0.0%	0	0.0%
Asian, 65+	-	-	0	0.0%	0	0.0%
Caucasian, 65+	-	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	-	-	0	0.0%	0	0.0%
Hispanic/Latino, 65+	-	-	0	0.0%	0	0.0%
Two or More Races, 65+	-	-	0	0.0%	0	0.0%
Unknown, 65+	-	-	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	0	0.0%	26	100.0%	33	100.0%

Provide narrative for analysis of program enrollment. *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

Enrollment is increasing. As word about the program spreads, and people become more aware of the importance of AI, more students join the program. ISAs with other community colleges have increased enrollment in the program, so continuing to foster these agreements will help enrollment. Having AI degree presence at tabling events increases awareness of the program and can contribute to enrollment.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Contact local businesses about upskilling their employees with AI Certificates	Track enrollment in certificate programs.
2	Have the AI program represented at recruitment events.	Track enrollment in degree program.

Outcome #2: Retention

Baseline: n/a % (Average of last three years – 2021-22; 2022-23; 2023-24; program retention)

Baseline will be set when three years of data is available to average.

AI Engineer program started in the fall 2022 semester, but had no students enrolled in that program.

Standard: 40 %

Target: 45 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	-
Fall 2022 to Fall 2023	53.8%
Fall 2023 to Fall 2024	30.4%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Female	-	-	1	14.3%	2	28.6%
American Indian/Alaskan Native, Female	-	-	0	0.0%	0	0.0%
Asian, Female	-	-	0	0.0%	0	0.0%
Caucasian, Female	-	-	1	14.3%	0	0.0%
Hawaiian/Other Pacific Islander, Female	-	-	0	0.0%	0	0.0%
Hispanic/Latino, Female	-	-	0	0.0%	0	0.0%
Two or More Races, Female	-	-	0	0.0%	0	0.0%
Unknown, Female	-	-	0	0.0%	0	0.0%
Female Total	-	-	2	28.6%	2	28.6%
African American, Male	-	-	0	0.0%	1	14.3%
American Indian/Alaskan Native, Male	-	-	0	0.0%	0	0.0%
Asian, Male	-	-	0	0.0%	0	0.0%
Caucasian, Male	-	-	4	57.1%	4	57.1%
Hawaiian/Other Pacific Islander, Male	-	-	0	0.0%	0	0.0%
Hispanic/Latino, Male	-	-	1	14.3%	0	0.0%
Two or More Races, Male	-	-	0	0.0%	0	0.0%
Unknown, Male	-	-	0	0.0%	0	0.0%
Male Total	-	-	5	71.4%	5	71.4%
Total	-	-	7	100.0%	7	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	N	%	N	%	N	%
African American, Under the age of 18	-	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	-	-	0	0.0%	0	0.0%
Asian, Under the age of 18	-	-	0	0.0%	0	0.0%
Caucasian, Under the age of 18	-	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	-	-	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	-	-	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	-	-	0	0.0%	0	0.0%
Unknown, Under the age of 18	-	-	0	0.0%	0	0.0%
Under the age of 18 Total	-	-	0	0.0%	0	0.0%
African American, 18-24	-	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18-24	-	-	0	0.0%	0	0.0%
Asian, 18-24	-	-	0	0.0%	0	0.0%
Caucasian, 18-24	-	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 18-24	-	-	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	-	-	1	14.3%	0	0.0%
Two or More Races, 18-24	-	-	0	0.0%	0	0.0%
Unknown, 18-24	-	-	0	0.0%	0	0.0%
18-24 Total	-	-	1	14.3%	0	0.0%
African American, 25-44	-	-	1	14.3%	1	14.3%
American Indian/Alaskan Native, 25-44	-	-	0	0.0%	0	0.0%
Asian, 25-44	-	-	0	0.0%	0	0.0%
Caucasian, 25-44	-	-	2	28.6%	1	14.3%
Hawaiian/Other Pacific Islander, 25-44	-	-	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	-	-	0	0.0%	0	0.0%
Two or More Races, 25-44	-	-	0	0.0%	0	0.0%
Unknown, 25-44	-	-	0	0.0%	0	0.0%
25-44 Total	-	-	3	42.9%	2	28.6%
African American, 45-64	-	-	0	0.0%	2	28.6%
American Indian/Alaskan Native, 45-64	-	-	0	0.0%	0	0.0%
Asian, 45-64	-	-	0	0.0%	0	0.0%
Caucasian, 45-64	-	-	3	42.9%	3	42.9%
Hawaiian/Other Pacific Islander, 45-64	-	-	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	-	-	0	0.0%	0	0.0%
Two or More Races, 45-64	-	-	0	0.0%	0	0.0%
Unknown, 45-64	-	-	0	0.0%	0	0.0%
45-64 Total	-	-	3	42.9%	5	71.4%
African American, 65+	-	-	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	-	-	0	0.0%	0	0.0%
Asian, 65+	-	-	0	0.0%	0	0.0%
Caucasian, 65+	-	-	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	-	-	0	0.0%	0	0.0%
Hispanic/Latino, 65+	-	-	0	0.0%	0	0.0%
Two or More Races, 65+	-	-	0	0.0%	0	0.0%
Unknown, 65+	-	-	0	0.0%	0	0.0%
65+ Total	-	-	0	0.0%	0	0.0%
Total	-	-	7	100.0%	7	100.0%

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

Retention is dropping. Many students enter the program because they hear about AI and are interested, but do not realize the level of rigor and dedication needed to master these skills. Many students reach CSC-112 in the summer and drop the program because the mathematics is too daunting or difficult. This class is going to be deleted from the degree program to remove this bottleneck.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Remove CSC-112.	Observe the number of students who make it from 1 st year to 2 nd year.
2	Analyze course content complexity without sacrificing skills gained.	Observe the number of students who successfully complete classes.

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 7 # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)**Standard:** 8 #**Target:** 10 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	8
2023-2024	10
2024-2025	2

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Female	1	12.5%	4	40.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	1	12.5%	0	0.0%	0	0.0%
Caucasian, Female	1	12.5%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	3	37.5%	4	40.0%	0	0.0%
African American, Male	0	0.0%	2	20.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	3	37.5%	3	30.0%	2	100.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	12.5%	1	10.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	1	12.5%	0	0.0%	0	0.0%
Male Total	5	62.5%	6	60.0%	2	100.0%
Total	8	100.0%	10	100.0%	2	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2022-2023		2023-2024		2024-2025	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	2	20.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	1	12.5%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	12.5%	1	10.0%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	2	25.0%	3	30.0%	0	0.0%
African American, 25-44	1	12.5%	2	20.0%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	1	12.5%	0	0.0%	0	0.0%
Caucasian, 25-44	2	25.0%	1	10.0%	0	0.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	1	12.5%	0	0.0%	0	0.0%
25-44 Total	5	62.5%	3	30.0%	0	0.0%
African American, 45-64	0	0.0%	2	20.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	12.5%	2	20.0%	2	100.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	1	12.5%	4	40.0%	2	100.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	8	100.0%	10	100.0%	2	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

The number of completers had a decline from 23/24 to 24/25. This is likely because the AI program removed several certificates from the program. The number of completers can be increased by encouraging students to apply for graduation with certificates on their way to the degree.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Establish instructor progress checks to monitor and verify student progress	Faculty will administer and monitor student alerts and proactively contact students at risk of failing to provide guidance and connect them with available support resources.

Outcome #4: Budget FTE (Official Budget FTE by Academic Program – Across Budget FTE Semesters Dashboard; all levels)

Baseline: 12.127 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 13 #
Target: 14 #

Budget FTE Year	Budget FTE
2022-2023	9.703
2023-2024	14.945
2024-2025	11.734

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTF) *(The number of full-time equivalent (FTE) students for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.) (Based on the data, provide a narrative of your analysis of program budget FTE. Indicate factors that may have affected your budget FTE. How might you increase FTE in your program?)*

The majority of students in the program are already working and thus need to balance work and school. Most are taking less than 12 credit hours per semester as a result. Many students also transfer in degrees from other institutions, so some semesters they may not need to take the full load of courses because they are already completed. FTE can be increased by advertising the AI program at various recruitment events.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase budget FTE in your program?)	Assessment of Action Items (How will you assess the results of action items?)
1	Advertise AI programs to traditional students.	Monitor the number of students who enter the program from High School.
2	Have AI program present at recruiting events.	Monitor the number of students enrolled after presence at events.

Outcome #5: Career Development (COOP-Final WBL-110 Grade Rosters and WCC's Final Headcount Datasets)

Academic Year	Enrolled	Completed
2021-2022	-	-
2022-2023	0	0
2023-2024	2	2

All Levels

WCC's Quality Enhancement Plan, addresses career development in Goal 3: "The college will implement integrated career development within their academic programs."; Action Item #3: "All CTE programs will implement a career development related Program Outcome."

Provide narrative for analysis of WBL-110 completers and report on how your program can increase or expand the focus on career development. *(Based on the data, provide a narrative of your analysis of WBL completions. Indicate factors that may have affected your completions. If your program does not offer WBL-110, explain why not and how you can increase or expand the focus on career development.)*

As stated previously, many students are already employed and often have been in their careers for decades. Thus, they request an exemption from WBL-110. I am working with Career Services to create internship possibilities for WBL-111.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase or expand the focus on career development. i.e. presentations in classes; development of professional development modules; or other ways the program can implement the focus in their programs.)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Work with WCC Career Services to develop internship and job opportunities.	Monitor the number of students who go to work with these businesses.
2	Have a portfolio assignment in a final semester class.	Monitor the number of students who complete portfolio assignment.

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include self-assessments or student licensure/certification? If so, please explain how information collected from the(se) assessments can be used to improve the program.)

The program utilizes student surveys that are provided at the end of every course to evaluate the course content relevance and clarity, instructor effectiveness, engagement and learning activities, facilities and resources, overall program impact, etc. Students can earn the Microsoft Azure AI Fundamentals Certification during CSC-215. By examining where students did or did not succeed on the certification exam, we can focus on what content to cover in class to better ensure success.

The program maintains three program learning outcomes that reflect students’ mastery of essential skills; each is evaluated through a signature assignment on a three-year assessment cycle. Assessment rubrics are designed with multiple dimensions, enabling faculty to pinpoint specific areas where improvement is needed and develop corresponding action items.

In addition, the Office of Institutional Effectiveness compiles and shares data from advisory committees, employers, and graduate surveys. The department uses this information to identify opportunities for continuous improvement and to ensure program quality aligns with workforce and student needs.

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last two planning cycles, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2022-23	1. LIMO-AGILEX Education Robot from RobotLab, with, LIMO-AGILEX Education Robot Simulation Table from RobotLab 2. Ned2 6-Axis Robot Arm with Accessories	1. Artificial Intelligence and Entertainment Technologies students have been able to utilize the limo education robot. The robot has also been used to increase awareness of the AI program during recruiting events, demonstrations, and tours. The limo robot was used in the creation of the IST department's AI marketing commercial. The video has over 300,000 impressions and 40,000 interactions. Plans are in motion to expand the use of the limo robot once the IST department has an AI & Emerging Technologies lab to give dedicated space to its creativity, flexibility, and innovation. This will allow instructors to engage in live demonstrations during walk-through tours. 2. Robotic arm and equipment was received and immediately utilized by IST faculty. The robotic arm was used in the creation of the IST department's AI marketing commercial. The video has over 300,000 impressions and

		40,000 interactions. The robotic arm has been implemented into CSC 162 Computer Vision. Through python programming, students are able to code the robotic arm remotely to visually monitor objects on the conveyor belt. They also used a neural network to visually identify when certain objects made it to the conveyor belt to produce an alarm. These real-world experiences provide our AI students with opportunities they would not have had otherwise. Students truly enjoyed these projects and were successful with their implementation.
2024-25	No planning objective submitted.	Not applicable.

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

Funds for Paperspace use and Azure subscriptions.

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

1 additional full time AI instructor. Prior to Connor Beveridge leaving, the AI program had 2 full time instructors and 1 adjunct; now it has 1 full time instructor and 2 adjuncts. Enrollment has been increasing every year, and with ISAs and growing public interest this trend shows signs of continuing. An additional instructor would help to manage the growing workload.

Provide narrative for your program facility needs over the next three years. If the facilities are adequate, please confirm.

Facilities are adequate.

Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)

There are several academic and student support services available to all Wayne Community College Artificial Intelligence Engineer students each semester. The college provides resources including: The Library, Tutorial Services, and the Academic Skills Center. When necessary, the AI faculty provides office hours and appointments for one-on-one instruction and tutoring. In addition, the IST Department has an open lab each semester that is run by a work study student. This lab is available for all students who take courses within the IST Department. With that being said, tutors for Python Programming are in high demand.

Provide narrative for analysis of the program’s / discipline’s strengths, weaknesses, and opportunities.

Strengths:
Fully online.
AI is growing in importance and relevance.

Weaknesses:
Classes are high rigor, which prove to be difficult for some students.
Low enrollment.
Few completers/graduates.

Opportunities:
Making businesses aware of students and their skills.
Create more ISAs with other Community Colleges.
Set the standard for CC level AI education.

Review prepared and submitted by: *(Please list name(s) and titles)*
Jennifer Tyndall, Department Chair, Information Systems Technologies
Cynthia Jeane Kaye, Emerging Technology Instructor

Approvals

- 1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
- 2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
- 3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE’s review.
- 4. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date:	<u>Dorothy Moore</u>	11/12/2025
Dean, Director, or AVP / Date:	<u>Tracy M. Schmeltzer</u>	11/12/2025
Administrator Approval / Date:	<u>Dr. Ernie White</u>	11/12/2025